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ABSTRACT

In 1992, the Board of Governors of the California Community Colleges adopted a Student Equity Policy to ensure that groups historically underrepresented in higher education have an equal opportunity for access, success, and transfer. The Board amended that policy in 1996 to (1) establish the adoption of a student equity plan as a minimum standard for receipt of state funding; and (2) expand its focus beyond historically underrepresented groups in order to promote student success. This report is divided into five sections: (1) The Process of Developing Student Equity Plans--the Basics; (2) Campus Climate; (3) Research and Data Collection; (4) Student Equity and Institutional Finances; and (5) Success Components. The report also includes an introduction, conclusion, and recommendations. The Board identified five measurable student equity indicators: (1) access; (2) course completion; (3) degree and certificate completion; (4) ESL and basic skills completion; and (5) transfer rate. The Academic Senate endorses the recommendation of the Chancellor's Task Force on Equity and Diversity that the Board of Governors reinvigorate and reinforce the student equity planning process by requiring colleges to periodically reevaluate and revise their student equity plans. Contains 16 references. Student equity plan review procedures, instructions, and a sample student equity plan are appended. (Author/NB)

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STUDENT EQUITY: GUIDELINES FOR DEVELOPING A PLAN

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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INTRODUCTION

California community colleges provide open access to higher education for all students irrespective of ethnicity, gender, age, disability, or economic circumstances. This objective is enshrined in law. A directive issued by the California Legislature in 1991 charged all levels of public education, including California community colleges, to provide educational equity "[n]ot only through a diverse and representative student body and faculty but also through educational environments in which each person … has a reasonable chance to fully develop his or her potential" (Education Code §66010.2c).

This directive is also reinforced in §66030:

> *66030. (a) It is the intent of the Legislature that public higher education in California strive to provide educationally equitable environments which give each Californian, regardless of ethnic origin, race, gender, age, disability, or economic circumstance, a reasonable opportunity to develop fully his or her potential.*
>
> *(b) It is the responsibility of the governing boards of institutions of higher education to ensure and maintain multicultural learning environments free from all forms of discrimination and harassment, in accordance with state and federal law.*

In keeping with these legal requirements, in September of 1992, the Board of Governors of the California Community Colleges adopted a Student Equity Policy to ensure that groups historically underrepresented in higher education have an equal opportunity for access, success, and transfer, enjoining all districts to develop, implement, and evaluate a student equity plan. Subsequently, at its November 1996 meeting, the Board of Governors amended its Student Equity Policy and Regulations to:

1. Establish the adoption of a student equity plan as a minimum standard for receipt of state funding; and
2. Expand its focus beyond historically underrepresented groups in order to promote student success for all students.[1]

(See Appendix 3: Student Equity: Regulations & Guidelines).

[1] "'Historically underrepresented group' means ethnic minorities, women and persons with disabilities. The Board of Governors recognizes that ethnic minorities, women and persons with disabilities have historically faced discrimination and other obstacles that limited their opportunities for education, and academic success." [Appendix 4: Glossary]

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The Board of Governors also recommended a set of student equity indicators to assist districts in identifying equity issues, namely, access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer rate.[2] As these indicators were the same ones already collected by the Chancellor's Office, the new regulations did not require additional MIS reporting by the districts. It did, however, require the districts to focus on student achievement by disaggregating the data by demographic group.

In response to the Board of Governors' adopted policy on student equity, the Academic Senate developed and the plenary body adopted the 1993 document *Student Equity: Guidelines for Developing a Plan*. This original paper was intended as a reference for local senates in creating student equity plans. The Senate understood that conscious and careful planning was the first and necessary step toward reaching the highest possible rates of student success. Only if colleges and districts have a plan will they be able to focus the attention of everyone—faculty, administrators, staff, students, and community members—on the challenging but attainable goal of improving the success rates of California's students. More importantly, the Senate understood that only if there is a plan would resources be allocated to achieve this goal.

The Academic Senate has always argued that student equity should be used to evaluate all aspects of the institution from the classroom to the boardroom. Achieving student equity begins with the college writing an effective student equity plan that is focused on increasing access, retention, course completion, and transfer rates for all its student groups, especially those who have traditionally been underrepresented. Under current regulations, district governing boards are required to consult collegially with their local academic senates in developing and implementing student equity plans. Since 1992-1993, when the first edition of this handbook was written, the Academic Senate has taken a leadership role in pursuing the adoption of the student equity regulations, and has strongly urged their implementation.

Furthermore, the Academic Senate has consistently maintained that colleges and districts should regularly evaluate, revise and update their student equity plans. In Fall 2000, the Senate passed resolution 6.01 urging the Board of Governors to strengthen Title 5 Regulations on student equity plan creation and revision.

> *6.01 F00 Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to revise Title 5 Regulations §54220 to require that districts submit a current student equity plan no later than one year after revisions are developed and approved by the Board of Governors and that districts revise their plans every three years thereafter.*

At the time of writing this document, the Chancellor's Task Force on Equity and Diversity[3] is considering two important issues: student equity and diversity in faculty hiring. The soon-to-be-published final report of the Task Force emphasizes the link between student equity and faculty and staff diversity, and articulates the need for renewing the mandate for student equity plans:

> *Through a [college] workforce that is diverse, we benefit students of all backgrounds, by exposing them to different ideas, experiences, and worldviews. We thereby improve student success and educational quality.*

[2] For a definition of these terms, see Section Three of this paper.

[3] The Chancellor's Office convened a Task Force on Equity and Diversity in the wake of the Appellate Court decision on the *Connerly* case that invalidated Education Code §§87100 through 87107. The Task Force was charged with proposing innovative ideas for ensuring equal opportunity and diversity in hiring. The final report of the Task Force was adopted by the Board of Governors in November 2002.

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The Academic Senate for California Community Colleges will lead efforts to update by October 2002 the 1993 Academic Senate for California Community Colleges document "Guidelines for Developing a Student Equity Plan" and with the assistance of the Chancellor's Office promote and distribute the revised edition. … The Chief Executive Officers will lead efforts with Local Governing Boards to adopt a Student Equity Plan by March 2004. [4]

Now, ten years after the adoption of the Board of Governors' Student Equity Policy, there is a need to revisit its implementation. This paper revisits that document and is intended to provide an updated guideline for developing a student equity plan.

The ideas in this paper are presented in five sections as summarized below.

- **Section One: The Process of Developing Student Equity Plans—the Basics**
  This section provides a recommended process for developing the student equity plan—the "Who, What, and Why" of plan development, a brief discussion of the components of the plan, and a look at some possible reservations about developing a student equity plan.
- **Section Two: Campus Climate**
  This section addresses considerations of campus climate including the type of research necessary in considering the impact of campus climate on student persistence and success.
- **Section Three: Research and Data Collection**
  This section defines student equity indicators and the means of their measurement. This section also highlights the fact that much of the data needed for developing a student equity plan may already be collected for other required state reports.
- **Section Four: Student Equity and Institutional Finances Resource Information Other Considerations**
  This section includes a discussion of funding approaches and sources.
- **Section Five: Success Components**
  This section outlines various areas of effort on the part of the faculty and the institution that may have an effect on student success, including recognition for faculty who participate in activities specifically designed to foster student equity.

[4] Chancellor's Task Force on Equity and Diversity Recommendation (November 2002)

SECTION ONE: THE PROCESS OF DEVELOPING STUDENT EQUITY PLANS—THE BASICS

This section provides some basic responses to key questions asked regarding student equity plans. The response to these questions provide a recommended process for developing the student equity plan, particularly the "Who, What, and Why" of plan development, as well as a brief discussion of the components of the plan. We will consider the "Why, What, and Who."

WHY DEVELOP A STUDENT EQUITY PLAN?

Title 5 (§51026 and §54220) requires college districts to produce a student equity plan. However, more important than regulatory requirements is the fact that the state's economic and social future depends on integrating all groups into the economic mainstream. The community colleges have an important part to play in that task because most of the students from all population groups begin their higher education at community colleges.

Student equity is an investment in a college's future. When they receive effective matriculation services that include orientation, counseling and correct placement in courses with validated pre-requisites, students are likely to complete their courses, make progress toward their educational and career goals, and complete degrees, certificates, and/or transfer to a four-year university. When the college provides student services such as financial aid and special services, along with a positive academic climate that motivates students to achieve academically, it sets up a positive upward spiral of students leaving the college with career or transfer potential that will enrich the community and economy. Successful education also provides students with an increased sense of personal efficacy, empowering them to contribute to community and civic life. They develop as well inner resources for living richer, more satisfying lives, and resiliency for facing adversity. The cultivation of critical capacities and literacy across all populations is critical to a successful multicultural society for the future. The cost of failure, on the other hand, could be the perpetuation of a permanent underclass with little hope for upward economic and social mobility.

WHAT IS A STUDENT EQUITY PLAN?

"A student equity plan is a written document in which a district's student population is analyzed and specific result-oriented plans and procedures are set forth for ensuring equal opportunity, promoting diversity, and achieving expected representation of qualified members of all population groups" (see Glossary in Appendix 4).

The components of a student equity plan are specified in Title 5 §54220 (See Appendix 3):

1. Campus-based research as to the extent of student equity in the five indicator areas of access, retention, degree and certificate completion, ESL and basic skills completion, and transfer;
2. Goals to address any adverse impact noted in the five indicator areas for the overall student population and for each population group of students as appropriate ("each population group of students" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities);
3. Strategies for attaining goals including increased coordination among existing programs;
4. Sources of funds to support implementation of the plan;
5. Process and a schedule for evaluation; and

6. An executive summary, which identifies the district contact persons, target groups, strategies for accomplishing goals, and funding resources.

These components can be grouped into four broad categories: (1) research, (2) goals, (3) implementation, and (4) evaluation.

(1) RESEARCH: A meaningful student equity plan begins with an analysis of the current rates of enrollment, transfer, and completion, and the identification of barriers to student success. Research used to develop a plan should include as a minimum:

- surveys of campus climate;
- reviews of existing data; and
- analysis of potential college barriers to student success.

Additionally, the research should include

- the extent to which additional student support services such as counseling, financial aid, employment, and tutoring can increase student success in the equity indicators; and
- the effect of instructional methodology (i.e., classroom assessment, learning styles assessment, supplemental instruction, mentoring, peer tutoring, group learning environments, or different configurations of the curriculum) on student success in the equity indicators.

If the college carefully analyzes the data and devises programs to address local needs, or adapts successful practices that have worked in analogous situations in other districts, the college is likely to make progress.

(2) GOALS: Student equity goals must be elevated to the maximum level of visibility and importance. They should be integrated into the mission statement, master planning and accreditation. Goals should be set at a level that would allow significant progress in achieving student equity and that are also realistic and attainable. Goals and objectives for a student equity plan should be developed for each of the five indicator areas discussed in Section Three (access, course completion, degree and certificate completion, ESL and basic skills completion, and transfer rate). Baseline data should be established to evaluate the progress and the success strategies in advancing institutional success goals for all students and which may illuminate the extent of student success among diverse sets of student populations.

(3) IMPLEMENTATION: Colleges need not only to develop a good plan but also to implement the plan effectively. Steps for implementing the college's student equity plan should include identifying specific activities (new or existing activities), person(s) responsible for coordinating the activities, and a timeline. For maximal effect, the plan should be very specific about who is doing what and when the activities should be completed. Faculty, students, and staff are all important in achieving these goals. Celebrating progress on student success—for example, publishing regular updates on how the college is doing and making frequent reports to the governing board and to newspapers—can be very effective in helping the equity effort move forward.

(4) EVALUATION: The Chancellor's Office has established criteria for reviewing and evaluating student equity plans. Plans are evaluated for having achievable and measurable goals (in the five indicator areas) based upon well-founded research and viable implementation strategies and institutional outcome measures for achieving the stated goals. (Please see Appendix 1 for details of these review procedures and criteria.)

WHO SHOULD BE INVOLVED IN DEVELOPING A PLAN?

It is very important that all groups, including faculty, students, administrators, and staff be involved in developing the plan so that all groups support and accept responsibility for its success. Additionally, the

oversight for planning should be done at the highest governance levels to ensure the maximum support of all groups and the most effective implementation. Only then will we have the best coordination of activities and the widest involvement of everyone on campus in fostering student achievement and success.

Local academic senates have special responsibility for much that is at the core of any student equity plan. Strategies for student success, educational programs, curriculum as well as processes for budget development and institutional planning are all keys to student equity, and are among the "ten-plus-one" listed items in Title 5, §53200. Indeed, each of these academic and professional matters relates broadly to student equity plans, and thus local academic senates must be active in planning and implementing student equity.

Thoughtful participants will want to maximize the effective participation of staff and students while consulting collegially in the myriad academic and professional matters that will intersect in any well-written student equity plan. The senate needs to play a key role as well in ensuring that otherwise disparate planning efforts are mutually reinforcing and reflect a common focus on student equity.

POSSIBLE RESERVATIONS ABOUT DEVELOPING A STUDENT EQUITY PLAN

WHY DEVELOP A PLAN WHEN LEGAL REQUIREMENTS ARE UNCERTAIN?

Regardless of future legal decisions, community colleges have the major responsibility for educating most of the adults in higher education. Colleges must develop programs that meet the indicators of student success. Access, course completion, degree and certificate completion, ESL and basic skills completion, and transfer are integral parts of the college mission, goals and objectives. Planning provides the best strategy for colleges to offer a positive college environment and meaningful programs for their students and communities. Identifying obstacles, planning new programs, and coordinating our efforts can best be done effectively if we develop plans.

WHY DEVELOP A PLAN IF TITLE 5 REGULATIONS DO NOT REQUIRE THAT THE PLAN BE IMPLEMENTED?

Solid student equity plans based on sound research afford local colleges an opportunity to coordinate existing efforts, validate successful programs and activities, identify problems, set goals, and make further plans. A good, comprehensive plan can mobilize the whole faculty and staff, and can bring the real satisfaction and excitement that comes from attaining a meaningful goal. A good planning process can, at very little dollar cost, develop considerable new energy.

WILL INCREASED STUDENT SUCCESS ENTAIL WEAKENING ACADEMIC STANDARDS?

This question is based on a common misperception. Increasing student success does not mean lowering standards or "giving away" grades. We can have both high standards and equity as long as we do not expect the students to do all the changing. Faculty ought to examine their pedagogy to assess whether their teaching results in genuine learning for all students; we all need to examine if the "way we do our business" disenfranchises the very students we seek to serve. The task is to find ever better ways to help students succeed in securing a challenging college education. With the right plan, adequate support, and effective implementation, success can be improved while increasing access.

SECTION TWO: CAMPUS CLIMATE

Communities, educational or otherwise, which care for and reach out to [their] members and which are committed to their welfare, are also those which keep and nourish [their] members. Their commitment to students generates a commitment on the part of students to the institution. That commitment is the basis of student persistence. (Vincent Tinto, 1988)

Research has shown that a key factor for student persistence and success is a campus that is receptive and supportive. Therefore, a vital part of the research behind a successful student equity plan is to review the campus climate.

Recent studies suggest that California community colleges have had uneven success in promoting educational goals of non-traditional and underrepresented students.[5] The campus climate must be assessed through the eyes of these students to determine just how receptive and supportive each campus is perceived to be. Do students find the campus community—faculty, staff, students and administrators—as well as the physical plant to be friendly or hostile, warm or impersonal, welcoming or inhospitable? The campus climate is inclusive of the entire college—all programs, departments, services, and staff. Therefore, the entire institution should be welcoming and supportive of students. A survey or some other form of assessment should be done in a manner that reveals the students' perception of the campus and specific programs and services.

Since student satisfaction is highly contextual, colleges should look at local variables as well as assess student perceptions of their campus experiences in areas that include, but are not limited to, the following:

- instructional effectiveness,
- academic advising/counseling,
- administrative effectiveness,
- registration effectiveness,
- safety and security,
- academic services,
- admissions and financial aid,
- campus support services,
- responsiveness to diverse populations,
- physical and environmental factors that may adversely affect some populations.

Many colleges have already conducted local student satisfaction research, hired private research firms, or developed program review processes to assess campus climate. Colleges may utilize existing instruments in designing their own campus climate surveys.

A campus climate committee can be entrusted with the task of planning and implementing student satisfaction assessment surveys and studies. The City College of San Francisco research team, commissioned by the State Chancellor's Office to conduct a statewide study of effective and replicable diversity projects, identified several available models. These can be found in the study report, *We Could Do That! A Users' Guide to Diversity Practices in California Community Colleges.*[6]

The campus climate committee should look at various existing campus climate surveys before coming up with its own instrument. A good resource is *Campus Climate: Understanding the Critical Components of Today's Colleges and Universities* edited by Karen W. Bauer. Another highly recommended source is James B. Boyer's *Multi-Cultural Inventory for Enhancing College-University Curriculum.* Boyer's inventory is designed to discover whether the college creates a welcoming environment for a diverse population. The Boyer inventory can help a college to determine if it encourages esteem and communicates in ways that are relevant to diverse and non-traditional student populations in order to promote their learning experience.

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[5] During the 2002 Spring Plenary Session of the Academic Senate, California Tomorrow, a non-profit research organization, presented a report entitled "A New Look at the California Community Colleges: Keeping the Promise Alive for Students of Color and Immigrants." The research shows that students of color and immigrants face special challenges or barriers on their way to academic success. For information about California Tomorrow's equity and access related projects, visit the website http://www.californiatomorrow.org.

[6] City College of San Francisco: Statewide Diversity Practices Project: *"We can do that! A users' guide to Diversity Practices in California Community Colleges."*

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SECTION THREE: RESEARCH AND DATA COLLECTION

The Board of Governors has identified five measurable student equity indicators. Furthermore, four of the five areas in which statewide goals have been articulated and outcome measures established for the Partnership for Excellence (PFE) program—successful course completion, degrees and certificates awarded, basic skills improvement, and transfers—closely parallel four of the five student equity indicators contained in the Board's student equity policy. The PFE data, however, is not disaggregated by gender, race, ethnicity, etc., so this will have to be done locally.[7] A number of reports submitted annually by each district to the Chancellor's Office can also be useful in laying the research groundwork for the construction of one's student equity plan: the staff data report, the expenditure report, the performance report, the matriculation report, MIS data and transfer center reports.

The five student equity indicators[8] and the means of their measurement are:

ACCESS

Access can be determined as the percentage of each group enrolled compared to the percentage of each group in the adult population within the community served. Information regarding enrolled students is reported in the California Community College Accountability Model report as item 1.11 (General Participation: Credit) and item 1.12 (General Participation: Noncredit).

COURSE COMPLETION

Course completion can be determined as the ratio of the number of courses that students—by group—actually complete at the end of the term to the number of courses in which students in that group are enrolled on the census day of the term.

Note that "course completion" means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Cr. The number of courses in which students are enrolled is determined by the total attempted number of credit courses for which each student ultimately receives a recorded grade of A, B, C, D, F, CR, No-Credit, I, or W.

DEGREE AND CERTIFICATE COMPLETION

Degree and certificate completion can be determined as the ratio of the number of students—by group—who receive a degree or certificate to the number of students in that group with the same declared matriculation goal.

ESL AND BASIC SKILLS COMPLETION

ESL and basic skills completion can be determined as the ratio of the number of students—by group—who complete a degree-applicable course after having completed the final ESL or basic skills course in the sequence to the total number in the group who have completed such a final course.[9]

Completion of a final ESL or basic skills course here means the "successful" completion of a pre-collegiate ESL or basic skills course for English equivalent to one level below English 1A with a grade of C or better; or the "successful" completion of a pre-collegiate basic

[7] Although consideration of student equity is not built into PFE, the virtual identity of PFE and student equity goals makes a strong case for using PFE funding to support student equity efforts.

[8] Title 5, §54220 (see Appendix 3).

[9] Note that ESL and basic skills courses should not be lumped together for data collection since there are major differences between ESL students for whom English is not their native language and native speakers of English with developmental needs. Therefore data regarding a final ESL course completion or a final basic skills course completion should be collected and analyzed separately.

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skills course for math equivalent to one level below elementary algebra.

Completion of a degree applicable course currently means the "successful" completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy.

TRANSFER RATE

In 2001, the Chancellor's Office defined the cohort of transfer-potential students as consisting of those students who have completed a minimum of 12 units in the community colleges and who have attempted a transfer level course in mathematics or English.[10] The transfer rate, as a student equity indicator, is determined as the ratio of the number of students—by group—who actually transfer to a four-year college or university to the total number of students in that group who are in the transfer-potential cohort.

It is important to recognize that data collection and analysis should not be viewed as mere technical compliance. The data collection component of any student equity plan must be ongoing in order to evaluate the qualitative effectiveness of the plan and to determine what works versus what does not work. All data should be shared with all areas of the campus and the community. Programs or services that do not achieve both the goals of the campus and the community should be identified and jointly considered in an effort to reassess student needs, reevaluate goals, and determine new strategies.

[10] See Chancellor's Office report, "Transfer Capacity and Readiness in the California Community Colleges: A Report to the Legislature", March 1, 2002. The report utilizes Student Right to Know data to achieve a more complete picture of transfer behavior that includes transfer to private and out-of-state colleges.

SECTION FOUR: STUDENT EQUITY AND INSTITUTIONAL FINANCES

Since student equity requires institution-wide commitment, funding for student equity is implicit in the use of all institutional funding streams such as general fund, categorical funds, PFE allocations, faculty and staff development allocations, and grants (both internal to the system such as Fund for Instructional Improvement (FII) and Fund for Student Success (FSS), and external to the system as discussed below). In short, because an institution-wide response to student equity is appropriate, we must view all institutional funds as resources to achieve student equity.

It has been noted that PFE data is not disaggregated. PFE goals do not include any requirement for or sub goals that address equity of student achievement. However, local Partnership and/or Student Equity committees can work to ensure that equity is built into PFE programs and projects. If this is done consistently, PFE funding can essentially be used to fund student equity plans. This will be a critical resource particularly given pending budget cuts to many categorical programs.

Several programs in the student services areas already serve functions closely related to student equity; wherever appropriate, their funded programs should be seen as furthering the campus' student equity goals. Some of these programs are:

- Extended Opportunity Programs and Services (EOPS)
- Cooperative Agencies Resources for Education (CARE)
- Disabled Students Programs and Services (DSPS)
- Matriculation
- Transfer Centers
- Financial Aid
- Mathematics, Engineering and Science Achievement/Minority Engineering Program (MESA/MEP)
- CalWORKS
- Puente

The California Tomorrow study, cited earlier, found that these programs were among the important supports referenced by students.

For vocational education and employment training, the Vocational and Technical Education Act (VTEA) and the Workforce Investment Act (WIA) both include provisions for and support of underrepresented and economically challenged students. Additionally, they fund training opportunities for faculty and staff to help them meet the needs of these targeted populations.

Most faculty do not have the time or resources on their own to research and write grants. However, if an equity plan identifies common funding priorities, it can recommend that the college work to provide resources to underwrite the work involved in seeking grants.

RESOURCE INFORMATION

When internal funds are limited, a college may identify and apply for foundation or other grant funding. Careful consideration of student equity concerns can be built into virtually any grant obtained by the college. Local senates are sometimes required to sign off on grant applications, and even where they are not, the Academic Senate has always urged that local senates create grant review processes that include a role for local senates in development or approval of grants that impact student success. We would recommend that local senates work to ensure that student equity concerns are integral to such grant proposals.

The Foundation Center is a national non-profit service organization founded and supported by foundations to provide an authoritative source of information on foundation and corporate giving. The Center's programs are designed to help grant seekers as they begin to select those funds from the over 68,000 active U.S. foundations which may be most interested in their projects. The Foundation Center offers a wide variety of services and comprehensive collections of information on foundations and grants.

The quickest and most convenient source of information about all the services of the Foundation Center is its online service (http://www.fconline.fdnc enter.org). For varying fees, the Center provides four online subscription plans: Basic, Plus, Premium, and Platinum.[11]

- Online Basic includes information on the giving priorities of the 10,000 largest U.S. foundations by total giving.
- Online Plus includes the above and also a searchable grants database with approximately 150,000 records of grants of $10,000 or more awarded by the largest 1,200 foundations.
- Online Premium expands the file of foundation records to 20,000 and includes the set of 150,000 searchable grants.
- Online Platinum greatly expands the foundation file to include over 68,000 entries in all. In addition to all known U.S. foundations, it features two categories of funds that can only be found in Online Platinum: direct corporate giving programs, and public charities grants.

A typical foundation record will include the name of the foundation, the mailing address, contact name, telephone number and, where available, an e-mail address and Website link. To provide subscribers with a sense of a foundation's grant priorities, records include such crucial data as the establishment date; names of donors; purpose and activities statements; fields of interest; types of support; application information; a link to the foundation's 990-PF (IRS return); and, where available, a selected grants list.

Grant records feature vital facts about the grant recipient: the name of the organization, the city and state in which it is located; and the type of recipient. Grant details include: the amount, the duration where applicable, a brief description of the grant (in most cases), the type of support provided, and the subject classification of the grant. The foundation and grants information is updated monthly.

OTHER RESOURCE-RELATED CONSIDERATIONS

In creating or revising student equity plans, many existing community college services and functions could be modified to increase their impact on student equity. Ideally, all disparate pieces of the institution should be analyzed to determine how to advance student equity goals. The following illustrate existing possibilities:

- **Use of Facilities/Facility Development:** Monitor the impact that clustering classrooms by academic area might have on some student equity target groups. For example, all vocational education automotive courses held in a remote facility might isolate female students from their peers and student services.
  Ensure that the physical environment and logistical arrangements for enrollment and study are "user-friendly" and supportive of student

[11] As of the publication of this document, the cost for annual subscription is $195 for the Foundation Directory Online Basic, $295 for the Foundation Directory Online Plus, $595 for the Foundation Directory Online Premium, and $995 for the Foundation Directory Online Platinum. Monthly subscriptions and multiple user plans are also available. For answers to other questions about the Foundation Directory Online Subscription Service, call 1-800-424-9836, M-F 9:00 a.m.-5:00 p.m. EST, or send an e-mail to fdonline@fdncenter.org.

access, retention and success. For example, consider placing the career/transfer center near counseling.

- **Student Mentoring:** Integrate students more effectively into the institution and community through a mentor program, as modeled by Puente, in which students are matched with faculty or community members representing a discipline or occupational areas of interest to the students. Mentors provide an occasion for students to understand the demands of a career area while gaining self-esteem through the support of a role model with whom they can identify.
- **Advisory Committee:** Incorporate the promotion of student equity into the mandates of advisory committees, such as basic skills, vocational, and matriculation advisory committees. Have committees review results of the climate surveys as they plan the year's goals; ensure that those committees reflect the diversity of the college community.
- **Personnel Assignments:** Consider the creation of a position of "Student Equity Ombudsperson" in the community college with the responsibility—and authority—to advocate in all aspects of institutional operations to promote student equity.
- **Community Activities/Community Outreach:** Shape the community college's relationship with the external community to achieve an outcome needed for student equity, through, for example, the creation of internships with minority owned businesses, outreach to high schools, or community service.
- **Personal Development Courses/Life Skills:** Develop curriculum and programs to prepare all students, including re-entry students, for the transition from high school or work to college and for the rigors of college. Help students understand the support services available as well as their options for careers, majors, and occupational/vocational and transfer programs.

SECTION FIVE: SUCCESS COMPONENTS

This section describes a number of activities colleges can initiate or improve upon to promote student equity.

MATRICULATION

Matriculation is at the core of the mission of the California Community Colleges in that a primary mission of the colleges is to provide open access to any California resident over 18 years of age who is capable of profiting from the instruction. In 1986, the Legislature passed Assembly Bill 3—the Seymour-Campbell Matriculation Act—which established the matriculation program in the California community colleges, and is currently incorporated in the Education Code §§78210-78218.

The major component areas of a matriculation program as specified in the Seymour-Campbell Act are admissions, assessment (placement testing), orientation, counseling and advising, student follow-up, coordination and training, research and evaluation, and prerequisite validation and enforcement. Five of these components designate services provided directly to students to enhance their educational success. Two components relate to efforts of colleges and districts to improve institutional effectiveness and accountability and to develop capabilities for evaluation, coordination, and training.

The purpose of matriculation is to provide students with accurate, timely information and to help them define educational goals that are realistic and attainable. The matriculation process is intended to assure all students access to higher education opportunities. An additional purpose is to increase institutional effectiveness and to more efficiently utilize taxpayer support for community college students by ensuring that students are appropriately placed in courses.

The matriculation process requires that the colleges assist students to make their course placement and other educational choices with professional guidance, emphasizing the use of multiple assessment measures and conscientiously applied support services. Students should be offered access to tools designed to help them identify their attitudes, interests, values, personality types and abilities. Considerations of instructional style and learning style may be major factors in student success. Consequently these same considerations necessitate attention at the time of placement and advising.

SUPPORTING STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

An individualized approach is required for LEP students because they come with such diverse educational histories. Some students have foreign degrees and established professional careers, while others are not literate in their native language. Like all students, LEP students need to know how the community college system works and to have ready access to information about classes, programs, services, processes for enrollment, petitioning for special requests, and obtaining permits for the use of facilities.

ESL programs should be targeted to the demographic needs of the local population. If possible, the college should publish and distribute second language materials to homes and businesses in targeted neighborhoods. Providing these materials would encourage potential students to investigate and enroll in college programs.

Access for LEP students could be increased through specific efforts to transition them successfully from adult education programs. Due to the large population of LEP students working multiple jobs and long hours,

flexible course offerings on weekends, late evenings, and at convenient sites should be considered. We also recommend publishing the application and portions of the class schedule and college catalog in other languages, and providing bilingual taped telephone messages giving general information.

Orientation should include information that outlines programs and services specifically intended to support non-native English-speaking students. LEP students need information regarding specialized curriculum offerings, pre-collegiate basic skills courses, and programs in English as a Second Language. Audiotapes, videotapes, CD-ROMs, and printed information in the students' first languages would be very helpful. Supportive orientation information specifically designed for the LEP student may include a description of the ESL (or LEP) program; telephone number, location, hours of operation of the ESL office; names, office numbers and telephone numbers of bilingual counselors, faculty and staff; information about appropriate clubs; and how to access these activities.

Assessment is required of all matriculating students. In the case of non-native English speakers, the colleges may provide modified or alternative measurement processes as necessary to accurately assess language ability. Appropriate multiple measures for placement of LEP students will take into account the cultural and linguistic differences between second language learners and other students. Counseling and advisement should be required of all entering LEP students, regardless of their educational intentions. Caution is required in the area of LEP student advising since services must be based on the full range of students' listening, speaking, reading, and writing skills, and not just on perceived communication abilities.

LEARNING STYLES

Research indicates that people do not all learn in the same way. Some learners find certain methods of learning more appealing and effective than attending lectures or reading texts, preferring a visual approach to studying. Others learn better from physical activities and the manipulation of objects. Litzinger and Osif describe these learning styles "as the different ways in which children and adults think and learn" (1992, 73). A number of people have tried to classify and categorize the ranges of learning styles. Two of the best known are David Kolb (1984) and Howard Gardner (1989, 1991).

Kolb thought of learning styles as a continuum that one moves through:

- Concrete experience: being involved in a new experience;
- Reflective observation: watching others or developing observations about one's own experience;
- Abstract conceptualization: creating theories to explain observations; and
- Active experimentation: using theories to solve problems and make decisions.

However, most people come to prefer one style over the others, and these styles are what instructors have to be aware of when creating instructional materials. In order to find out more about Kolb's analysis of learning styles and how to teach to them, we recommend *The User's Guide for the Learning-Style Inventory: A Manual for Teachers* by Donna Smith and David Kolb (1986).

Howard Gardner (1983) chose to look at learning styles in a different light, through a theory of multiple intelligences. Gardner expanded the concept of intelligence to also include such areas as music, spatial relations, and interpersonal knowledge in addition to mathematical and linguistic ability. Amy Brualdi (1996) provides the following summary of Gardner's Multiple Intelligences:

> **Logical-Mathematical Intelligence**—consists of the ability to detect patterns, reason deductively

and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Linguistic Intelligence—involves having a mastery of language. This intelligence includes the ability to effectively manipulate language to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.

Spatial Intelligence—gives one the ability to manipulate and create mental images in order to solve problems. This intelligence is not limited to visual domains—Gardner notes that spatial intelligence is also formed in blind children.

Musical Intelligence—encompasses the capability to recognize and compose musical pitches, tones, and rhythms. (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm.)

Bodily-Kinesthetic Intelligence—is the ability to use one's mental abilities to coordinate one's own bodily movements. This intelligence challenges the popular belief that mental and physical activities are unrelated.

The Personal Intelligences—includes interpersonal feelings and intentions of others—and intrapersonal intelligence—the ability to understand one's own feelings and motivations. These two intelligences are separate from each other. Nevertheless, because of their close association in most cultures, they are often linked together.

These various ways of classifying learning styles tell us that it is essential in early planning to give attention to the characteristics, abilities, and experiences of the learners as a group and as individuals. There are examples of instructional strategies that can accommodate different learning styles. For a detailed discussion of teaching methods, we recommend Paulsen (1995).

Colleges should make an effort to educate both students and faculty in assessing their own learning styles and about learning strategies for various types of learners. This can be done though training seminars for faculty and students and through interactive web pages. (For an example of a community college website on learning styles see Diablo Valley College online at http://www.metamath.com/lsweb/fourls.htm.)

DEVELOPING CLASSROOM ASSESSMENT TECHNIQUES

Thomas Angelo and Patricia Cross (1993) developed an approach to facilitate ongoing assessment of teaching and learning within the classroom.[12] One of the purposes of classroom assessment is to improve student learning, especially in higher cognitive skills such as synthesis and evaluation, and to revitalize faculty engagement in their students' learning. Such attention to classroom assessment can help faculty discover whether and how they are addressing the needs of the many diverse students in a given class.

There are different classroom assessment techniques (CATs) for faculty that are simple to use and easy to interpret—for example, the one-sentence summary, self-assessment, the minute paper, the muddiest point and so on. CATs are aimed at course improvement rather than at assigning grades. The primary goal is to better understand students' learning and to improve teaching.

For faculty, frequent use of CATs can:

- Provide short-term feedback about the day-to-day learning and teaching process when it is still possible to make mid-course corrections.
- Provide useful information about student learning with a much lower investment of time compared to other means of learning assessment.
- Help foster good rapport with students and increase the efficacy of teaching and learning.

[12] Angelo and Cross (1993) *Classroom Assessment Techniques*

- Encourage the view that teaching is a formative process that evolves over time with feedback.

For students, frequent use of CATs can:

- Help them become better monitors of their own learning.
- Help break down feelings of anonymity, especially in larger courses.
- Point out the need to acquire study skills.
- Provide concrete evidence that the instructor cares about learning.

Angelo and Cross recommend that to begin this kind of assessment only one or two of the simplest CATs be tried in only one class. Trying out a simple CAT will require only five to ten minutes of class time. After trying one or two quick assessments, the decision as to whether this approach is worth further investments of time and energy can be made. They suggest a three-step process for starting small:

STEP 1: PLANNING

Select one, and only one, of your classes in which to try out the Classroom Assessment. Decide on the class meeting and select a Classroom Assessment Technique. Choose a simple and quick one.

STEP 2: IMPLEMENTING

Make sure the students know what you are doing and that they clearly understand the procedure. Collect the responses and analyze them as soon as possible.

STEP 3: RESPONDING

To capitalize on time spent assessing, and to motivate students to become actively involved, "close the feedback loop"

LEARNING COMMUNITIES

As noted before, Tinto has found that a sense of connection is one of the most critical factors in enhancing student success. Learning communities create cohorts of connection that can positively reinforce student retention. Breaking down a sense of isolation for both students and faculty is a key benefit of learning community approaches.

A learning community is a curricular structure that links together two or more existing courses. A typical learning community may involve several instructors in different disciplines working with the same students in order to facilitate connections between subjects or disciplines and a curriculum often based on a common theme. The concept suggests that learning is multi-dimensional with the students performing some instructional functions and the faculty engaging in the learning process along with the students. Students find greater coherence in what they are learning, as well as increased intellectual interaction with faculty and fellow students. Learning communities are powerful curricular innovations and certainly help to revolutionize the learning process.

Learning communities were first offered in the Experimental College at the University of Wisconsin in 1927. More recently, the community colleges in Washington State, Daytona Beach Community College in Florida, and LaGuardia Community College in New York have been leaders in developing various forms of learning communities.

"Leaning Community Commons," a website for the National Learning Communities Project at http://learningcommons.evergreen.edu, contains a searchable learning communities directory, an online Learning Communities journal and other resources.

ACADEMIC MENTORING

The Academic Senate for California Community Colleges has developed a *"Primer on Faculty Mentoring."* This paper is designed to help faculty in local districts plan and implement faculty-student mentoring activities. The paper can be downloaded from the Academic Senate Website http://www.academicsenate.cc.ca.us.

Faculty can be matched to students based on institutional assessment, local resources, and probability of failure without intervention. Early alert systems may identify students who are at risk for dismissal or failure. The objectives of the mentoring should be developed locally, but developing "self-reliance" techniques for coping more effectively with academic and other demands of college life will ordinarily be a part of the mentoring activity.

A rapport between the mentor and student ought to be characterized by open communication, responsibility, and motivation. The mentor and the student should be the major decision makers regarding the duration of their interactions. Expectations, interest, and academic ambitions should be taken into consideration as the faculty and students are matched. It would be ideal if the students requested particular faculty members and the latter were aware that the students had chosen them based on experience, accomplishment, or academic preparation.

Clearly, participation in the mentor relationship should be strictly voluntary. The mentorship program should make clear to all its participants the general philosophy and guidelines of the activity. Guidelines may include information regarding suggested interactions, lengths of meetings, activities, reporting functions, and a mutual respect for commitments made.

STUDYING EFFECTS OF DISTANCE EDUCATION AND TECHNOLOGY ON STUDENT EQUITY

While there have been many studies on the success of students who have taken courses in a non-traditional distance education modality, little attention has been given to the equity dimension of distance education and technology. Many community college students come from families that do not have computers or up-to-date technology in their homes, and this is particularly true of students who are currently underrepresented in the community college system. The term "digital divide" is used to refer to a gap between those who can effectively use new information and communication tools, such as the Internet, and those who cannot. While a consensus does not exist on the extent of the divide (and whether the divide is growing or narrowing), researchers are nearly unanimous in acknowledging that some sort of divide exists at this point in time. More research to determine the impact of technology on student equity would be useful.[13]

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[13] During the Spring 2001 Plenary Session of the Academic Senate in San Francisco, a resolution urging research in this area of "digital divide" was adopted:

Whereas, There is growing national concern regarding the digital divide and differential access to technology, which adversely impacts students of various ethnic and socioeconomic backgrounds as well as those with disabilities;

Whereas, The availability of technology is a student access and equity issue; and

Whereas, The ability to understand and utilize information technology and tools is an essential skill for all students;

Resolved, That the Academic Senate for California Community Colleges conduct research to investigate the impact of technology on student access and success in the California Community College System, particularly as it related to ethnic and socio-economic diversity and students with disabilities; and

Resolved, That the Academic Senate for California Community Colleges report back in a paper the research findings and recommended solutions to any problem identified.

SUPPORT FOR FACULTY

Finally, it is also desirable that faculty are supported in their efforts to promote student equity as well as to integrate cultural diversity into the curriculum, including their efforts to address differences in learning styles and increase students' effective use of instructional technology. Colleges should recognize faculty who acquire a new language, take additional courses in their discipline that emphasize diverse contributions and perspectives, or expand methodological approaches deemed effective for all students, and especially for students from historically underrepresented groups in higher education.

Staff development programs on many campuses recognize teaching excellence. New or existing programs can be tailored to support faculty for taking part in activities that enhance student equity. Additional incentives, like the following, may also be offered:

1. Credit toward rank change;
2. Consideration of activities that increase student equity as part of basic teaching load;
3. Flex day credit for workshop development and participation;
4. Reassigned time or stipends for mentoring activities;
5. College foundation funds devoted to mini-grants for faculty projects that integrate cultural diversity into courses;
6. An honorary dinner with tributes for outstanding service and projects that further student equity; and
7. A departmental system of awards for the development of activities that increase student equity within disciplines.

Some of these incentives will have to be negotiated, and thus consultation with the bargaining units will be necessary.

CONCLUSION

Student equity is not a new goal for California community colleges. The ideal is as old as the Master Plan for Higher Education in California, 1960-1975, which designed the community colleges to be open access institutions. If we are truly open to all, then we must serve all our students well, leaving no one behind. That is the essence of student equity. Everything else we do in the name of student equity is merely a means to that end.

To further that end, the Academic Senate endorses the recommendation of the Chancellor's Task Force on Equity and Diversity that the Board of Governors reinvigorate and reinforce the student equity planning process by requiring colleges to periodically reevaluate and revise their student equity plans. Further, we recommend that the Board of Governors review the existing criteria for evaluation of these plans by the Chancellor's Office. Finally, we recommend that the Board of Governors enforce the regulation that development of a student equity plan that meets those criteria be a minimum condition for receipt of state funds.

Even absent a requirement from the state, however, planning for student equity is essential. Only with planning can we hope to achieve student equity and success. Only then can we ensure that no one and no group is left behind. Regardless of mandates from above, planning for student equity is essential, simply because the cost of failing any part of California's population would be a disaster for all Californians.

RECOMMENDATIONS

RECOMMENDATIONS TO THE BOARD OF GOVERNORS AND CHANCELLOR

1. The Chancellor and the Board of Governors must assert that in creating or revising an equity plan, the intent is not mere production of a plan, but to make a difference in the lives of our students.
2. The Board of Governors should again require districts and colleges to re-evaluate and review periodically their student equity plans. The Board should also specify a time period for such review and evaluation.
3. The Board of Governors should require districts and colleges to implement and develop those plans as a minimum condition for funding and should direct the Chancellor's Office to enforce that condition.

RECOMMENDATIONS TO LOCAL SENATES

Academic Senate for the California Community Colleges recommends to local academic senates that they:

1. conduct research to establish baseline data in the 5 student equity indicator areas.
2. set high but reasonable, achievable, measurable goals in the five student equity indicator areas.
3. implement their college student equity plan by establishing a timetable and identifying individuals responsible for implementation.
4. raise the visibility and progress of the plan and its implementation within the college community.
5. recommend that multi-language materials, information, orientations, and services for non-English speaking populations are provided and that courses are offered at more flexible times and at convenient sites.
6. include learning styles inventories as part of student matriculation and placement services.
7. ensure that faculty and staff development programs provide training in the following:
   - Needs of target populations;
   - Learning and teaching styles;
   - CATs;
   - Use of technology and issues of access; and
   - Innovative teaching styles.
8. conduct periodic reviews by including student equity goals as part of program reviews and establishing periodic review of the student equity plan, revising as necessary or as called for by any existing Board of Governors regulation.
9. foster academic mentoring and job shadowing for students, particularly those in targeted populations or at risk groups.
10. examine, as part of facilities master planning, the impact of facilities on equity goals or objectives.
11. work to ensure that sufficient numbers of basic skills classes are offered to meet student needs.
12. incorporate student equity as a primary focus of their staff development programs and orientations of all faculty.
13. research the link between student equity and faculty and staff diversity.

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APPENDIX 1: STUDENT EQUITY PLAN REVIEW PROCEDURES AND INSTRUCTIONS

The following instructions are written to provide reviewers with a general overview of the responsibilities and procedures associated with the review of Student Equity Plans.
Listed below are key areas of the review process. Use this text as a reference throughout the review process. If you have any questions during the review, direct them through the team leader.
The review process is divided into two areas: orientation and program plan review.

READERS RESPONSIBILITIES

The major responsibility of a reviewer is to review and evaluate plans in a fair and equitable manner. Reviews are responsible for the following:

1. Determination whether a district's Student Equity Plan is sufficiently developed to move forward into an annual review process. Consequently a districts plan should have:
   - Achievable and measurable goals based upon well founded research which clearly has identified valid student equity issues; and
   - Viable implementation strategies and outcome measures for achieving their stated goals and recording the outcomes of their progress.
2. Assessment utilizing the approved Student Equity Rating Sheet. The reviewer is to indicate whether selected items are contained in the plan, and provide comments when evaluating each program element. There are six additional questions each reviewer is expected to respond to and comment on and make an overall assessment of the program plan.
3. All plans must be read by a team of at least two reviewers.
4. Read all plans separately and do not discuss them with any other team member until the team subcommittee meeting and the plan is up for discussion.

RATING A PLAN

Each reviewer rates the elements within each plan on the basis of how well it addresses the issues noted in each of the 21 questions posed by the rating sheet The rating scale assigned may be as follows:

- Outstanding - Significantly exceeds requirements of an acceptable program plan.
- Acceptable - Addresses the basic requirements of a program plan.
- Needs Improvement — Improvements needed to meet the requirements of a program plan.

A consensus rating will be obtained for the overall plan and the basic program elements within each plan:

1. Basic Research
2. Goals
3. Implementation
4. Budget
5. Evaluation

STUDENT EQUITY PLAN REVIEW SHEET

District: _____

College: _____

Reader: _____

Date: _____

I. PLAN ELEMENTS

A. RESEARCH

1. Basic research elements are based on:

- ☐ Demographic data
- ☐ Campus climate study
- ☐ Review of existing plans, policies, goals, and objectives
- ☐ Other

2. Reviewer's Assessment and Comment

ASSESSMENT 1: Is the basic research sufficient to formulate legitimate and substantive issues of access, success, and transition and derive valid and meaningful conclusions in the development of the student equity plan?

☐ Yes ☐ No

Comment: _____

_____

_____

ASSESSMENT 2: Is the basic research broad enough to assure assessment of the status of historically underrepresented groups in the institution's service area?

☐ Yes ☐ No

Comment: _____

_____

_____

3. Overall Assessment of Research

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

B. ACCESS

1. Are student access issues identified?

☐ Yes ☐ No

If so, are the goals to address them formulated on the basis of:

- ☐ Comparison of institutional enrollment data with that of service area-based population data
- ☐ Assessment of enrollment trend data
- ☐ Campus climate study
- ☐ Other _____

_____

2. Are barriers to access identified?

☐ Yes ☐ No

If so, are the goals to address them formulated on the basis of:

- ☐ Comparison of institutional enrollment data with that of service area-based population data
- ☐ Assessment of enrollment trend data
- ☐ Campus climate study
- ☐ Other _____

_____

_____

3. Reviewer's Assessment and Comment

ASSESSMENT 3: How well do access goals reflect a logical and reasonable outgrowth of the institution's basic research and findings?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

ASSESSMENT 4: How well are access goals clearly stated with measurable outcomes?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

ASSESSMENT 5: How appropriate are access goals for the student access issues and barriers noted?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

4. Overall Assessment of Access

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

C. RETENTION/COMPLETION

1. Are student retention/completion issues identified?

☐ Yes ☐ No

If so, are the goals to address them formulated on the basis of:

- ☐ Comparison of institutional enrollment data with that of service area-based population data
- ☐ Assessment of enrollment trend data
- ☐ Campus climate study
- ☐ Other:

2. Are barriers to course, degree/certificate, and ESL/basic skills completion identified?

☐ Yes ☐ No

If so, are the goals to address them formulated on the basis of:

- ☐ Comparison of institutional enrollment data with that of service area-based population data
- ☐ Assessment of enrollment trend data
- ☐ Campus climate study
- ☐ Other:

3. Reviewer's Assessment and Comment

ASSESSMENT 6: How well do retention/completion goals reflect a logical and reasonable outgrowth of the institution's basic research and findings?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

ASSESSMENT 7: How appropriate are barriers to retention/completion goals for the retention/completion issues and barriers noted?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

4. Overall Assessment of Access

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

D. TRANSFER/TRANSITION

1. Are student transfer/transition issues identified?

☐ Yes ☐ No

If so, are the goals to address them formulated on the basis of:

- ☐ Comparison of course completion data with that of base institutional enrollment data
- ☐ Assessment of completion trend data
- ☐ Campus climate study
- ☐ Other:

2. Are barriers to transfer/transition identified?

☐ Yes ☐ No

If so, are the goals to address them formulated on the basis of:

- ☐ Comparison of course completion data with that of base institutional enrollment data
- ☐ Assessment of completion trend data
- ☐ Campus climate study
- ☐ Other _____

_____

_____

3. Reviewer's Assessment arid Comment

ASSESSMENT 8: How well do transfer/transition reflect goals a logical and reasonable outgrowth of the institution's basic research and findings?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

ASSESSMENT 9: How well are transfer/transition goals clearly stated with measurable outcomes?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

ASSESSMENT 10: How appropriate are transfer/transition goals for the transfer/transition issues and barriers noted?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

4. Overall Assessment of Transfer/Transition

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

E. IMPLEMENTATION

1. Are implementation strategies described to address goals?

☐ Yes ☐ No

2. Strategies are reflected:

- ☐ Planned efforts for further study and data collection of student equity needs
- ☐ Maintain or expand existing student equity efforts
- ☐ Develop new approaches to promote student equity
- ☐ Other:

3. Reviewer's Assessment and Comment

ASSESSMENT 11: How clearly are implementation strategies defined?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

ASSESSMENT 12: How achievable are the desired outcomes through the described activities?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

ASSESSMENT 13: How measurable are the desired results in an outcome data format?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

4. Overall Assessment of Implementation

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

F. BUDGET RESOURCES

Are budget resources to support these planned activities identified?

☐ Yes ☐ No

If so, are they set aside from:

- ☐ Existing general fund and categorical aid program resources
- ☐ New general fund appropriations
- ☐ New grants or special program awards
- ☐ Other:

2. Reviewer's Assessment and Comment

ASSESSMENT 14: How well does the resource utilization pattern reflect a feasible effort to achieve the stated student equity goals and objectives?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

3. Overall Assessment of Budget Resources

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

G. Procedures and Schedule for Evaluation

Are procedures and schedule for evaluation noted?

☐ Yes ☐ No

If so, does it include:

- ☐ Timelines for accomplishment of goals and activities
- ☐ Responsibility for performance clearly assigned
- ☐ Clearly identified success indicators which are measurable in the form of outcomes
- ☐ Other _____

_____

_____

2. Reviewer's Assessment and Comment

ASSESSMENT 15: How feasible is evaluation methodology?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

ASSESSMENT 16: How clearly defined are outcomes/measures?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

ASSESSMENT 17: How well does the evaluation process incorporate an annual review model?

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

Comment _____

_____

_____

3. Overall Assessment of Procedures and Schedule for Evaluation

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

II. REVIEWER'S GENERAL PERCEPTION

A. Did the district board approve the plan? ☐ Yes ☐ No

B. Was the planning process broadly representative? ☐ Yes ☐ No

- ☐ Administration
- ☐ Faculty/Certificated Staff
- ☐ Classified Staff
- ☐ Students
- ☐ Community Representatives

C. Has the established responsibility for oversight been assigned at an appropriate level?

☐ Yes ☐ No

D. Is the plan cohesive and realistic? ☐ Yes ☐ No

E. Greatest strength

F. Greatest weakness

G. Other comments

H. Overall Assessment of Student Equity Plan

- ☐ Needs improvement
- ☐ Acceptable
- ☐ Outstanding

APPENDIX 2: AN EXAMPLE OF A STUDENT EQUITY PLAN DEEMED "OUTSTANDING" BY THE CHANCELLOR'S REVIEW COMMITTEE

A team of 12 readers was assembled in Sacramento on April 26-28, 1994 to participate in a comprehensive review of plans. The review team included students, campus research and planning officers, chief instructional and student services officers, and members of the Chancellor's staff. Each plan was evaluated utilizing a review instrument and set of instructions designed to determine the extent to which colleges addressed those elements recommended by the Board for inclusion in their student equity plan (See Appendix I).

The team reviewed 104 plans (three colleges had not submitted a plan) and deemed that

- Five were "outstanding,"
- Thirty were "acceptable,"
- Sixty-nine "need[ed] improvement."

The five outstanding plans were submitted by Columbia College, Modesto Junior College, College of Marin, Rancho Santiago College, and Riverside College. The Modesto Junior College plan is available in the Senate Office.

APPENDIX 3: STUDENT EQUITY: REGULATIONS AND GUIDELINES

OVERVIEW

This document sets forth regulations related to student equity which were adopted by the Board of Governors at its November 14, 1996 meeting and technically revised on May 14, 1997. Accompanying each regulation (where applicable) is a guideline developed by Chancellor's Office staff that explains and clarifies the implementation of the associated regulation. These guidelines are not part of the regulations and, therefore, do not have the force and effect of law. They represent the Chancellor's interpretation of the regulations and respond to questions raised during the consultation process and the public comment period. They can and will be revised by the Chancellor as deemed necessary.

51026. STUDENT EQUITY

In accordance with the provisions of Section 54220, the governing board of a community college district shall adopt a student equity plan.

GUIDELINES FOR SECTION 51026

This section sets forth the adoption of a student equity plan as a minimum standard for the governing board of a community college district and must be met as a condition for receiving state aid.

54220. STUDENT EQUITY

(a) In order to promote student success for all students, the governing board of each community college district shall adopt, by July 1, 1993, a student equity plan which includes, for each college in the district:

(1) Campus-based research as to the extent of student equity in the five areas described in paragraph (2) and the determination of what activities are most likely to be effective;

(2) Goals for access, retention, degree and certificate completion, ESL and basic skills completion, and transfer for the overall student population and for each population group of students, as appropriate. Where significant underrepresentation is found to exist in accordance with standards adopted by the Board of Governors, the plan shall include race-neutral measures for addressing the disparity, and, when legally appropriate race-conscious measures for addressing the disparity;

(3) Implementation activities designed to attain the goals, including a means of coordinating existing student equity related programs;

(4) Sources of funds for the activities in the plan;

(5) Schedule and process for evaluation; and

(6) An executive summary that includes, at a minimum, the groups for whom goals have been set, the goals, the initiatives that the college or district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the district official to contact for further information.

(b) These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community.

(c) The Board-adopted plan shall be submitted to the Office of the Chancellor, which shall publish all executive summaries, sending copies to every college and district, the chair of each consultation group that so requests, and such additional individuals and organizations as deemed appropriate.

(d) For the purposes of this section, "each population group of students" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. A person shall be included in the group with which he or she identifies as his or her group.

GUIDELINES FOR SECTION 54220

This provision generally requires community college districts to adopt a student equity plan and submit a copy of the plan to the Office of the Chancellor.

It is recommended that the district establish a success/equity advisory committee, including representation from all groups on campus and appropriate representatives from the community, to assist in development of the student equity plan. This advisory body is intended to be actively involved in college district planning at the highest governance levels to ensure the most effective means of implementing identified success strategies. This regulation requires the identification of an official contact person and the inclusion of an ongoing evaluation process. This reflects the intent of the Board of Governors that the planning process be an ongoing effort designed to incorporate the results of institutional self study to promote continuous improvement of the college or district.

Student success and especially the success of students from underrepresented groups should become the standard way districts and CEOs measure and advertise their achievements during the next decade.

The regulation further describes the component parts each student equity plan shall contain. Subsection (a)(1) requires a student equity plan to include basic research to determine the extent to which equity issues are revealed. This may include but is not limited to an assessment of success indicators, campus climate studies, or other effective means of identifying areas in which historically underrepresented groups may or may not be best served through the community college. By conducting a study of the problem, it is expected that a college or district will be able to detect things about the way the college is organized, the quality of its instruction, or the availability of services which create obstacles to student success.

The Board of Governors has identified five measurable success indicators it feels are key in determining the success various population groups are achieving access, course completion, degree/certificate completion, ESL/Basic Skills completion, and Transfer. Data in these areas should be periodically reviewed and efforts should be made to address any problems that should be identified.

Subsection (a)(2) allows community colleges and districts to set goals to ensure student equity when underrepresentation is noted within any success indicator area for any student population group. Goals are usually written expressions formulated to achieve a desired outcome.

When goals are adopted, they should include specific measures for determining progress toward achieving the desired outcomes. Such measures should identify the baseline data findings from the basic research that forms the bases for noting an equity issue, as well as the amount and direction of change expected to reflect the desired outcome or amount of progress to be achieved.

Goals are typically accompanied by target dates and/or timetables to establish a time frame for assessing the effectiveness in achieving expected educational outcomes.

Colleges may establish goals and target dates to eliminate noted underrepresentation whenever it is found, as long as its methods are limited to race/gender neutral considerations. Non-discriminatory and equal opportunity practices are intended to protect the rights of everyone and consequently are expected to be race/gender neutral.

Although the Board supports the use of race-neutral methods to promote student success/equity, it recognizes that under certain conditions, colleges may have a legal obligation under federal law to do more.

Corrective action, however, is an affirmative measure that must be taken in accordance with this regulation when there is significant underrepresentation (below the 70% level of expected representation). When such evidence is found community colleges must go beyond complying with the nondiscrimination laws and take active steps to promote student equity. Corrective action measures may include race/gender neutral as well as methods, which take race and gender into account.

WHEN A DISTRICT DETERMINES THAT SIGNIFICANT UNDERREPRESENTATION EXISTS IT SHALL:

(1) review its practices and procedures and identify and implement any additional measures which might reasonably be expected to address the needs of significantly underrepresented groups in the success indicator areas in question;

(2) consider various other means of reducing the underrepresentation, which do not involve taking underrepresented group status into account, and implement any such techniques which are determined to be feasible and potentially effective;

(3) establish target dates for achieving expected outcomes.

It should be noted, however, that race/gender conscious methods may not be used until the district has tried race/gender neutral approaches for the reasonable period of time and found that the significant under representation persists. The Chancellor's Office recommends that race/gender neutral methods be tried for at least 3 years before consideration is given to mechanisms that take race or gender into account.

Subsection (a)(3) calls for the identification of implementation strategies to be undertaken to address student equity goals. California community colleges currently offers a variety of programs and services which, although race neutral, provide support and meet the needs of a variety of underrepresented groups. Many of these as well as others may be considered for inclusion in the student equity plan when these activities are determined to be feasible and potentially effective in the elimination of significant underrepresentation.

WHEN ESTABLISHING GOALS FOR STUDENTS WITH DISABILITIES:

Districts may concurrently utilize disability conscious measures without waiting to prove that disability neutral measures do not or will not work.

Nothing in this regulation shall be construed to prohibit a district from taking any other steps it concludes are necessary to ensure student equity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law.

Subsection (a)(4) calls for the identification of resources budgeted to carry out the plan. Student equity is an institution-wide mode of operation, its funding is implicit in the use of all institutional funds which may include but is not limited to federal and/or state resources, general fund revenue, private grants, or in kind services.

Because an institution-wide response to student equity is appropriate, all institutional funds can be viewed as resources for student equity. There are already substantial categorical monies that could be coordinated more effectively with all parts of the campus such as:

- Equal Opportunity Programs and Services
- Cooperative Agencies Resource Education
- Disabled Students Programs and Services
- Matriculation
- Financial Aid

For vocational education and employment training, the Vocational and Technical Education Act and the Job Training Partnership Act both include major provision for the support of underrepresented and economically challenged students.

Within the Chancellor's Office Education Standards and Evaluation program area, several ongoing programs working towards student equity goals are available:

- California Academic Partnership Program
- MESA/MEP - Mathematics, Engineering and Science achievement/Minority Engineering Program

Other specific statewide system funds may be utilized to support the student equity effort include:

- Faculty and Staff Development fund
- Fund for Instructional Improvement
- Underrepresented Student Special Projects Fund
- Student Success Project Fund

Local student equity planners are encouraged to devise new ways to better coordinate these programs to support student equity efforts. There may be ways to save money by using new, more effective teaching strategies or technology. Improved advising and counseling may help student make better decisions on course selection. Effective implementation of probation and dismissal policies may also permit more effective use of the colleges' limited resources.

Subsection (a)(5) requires each district to establish a schedule and process for its evaluation. It is intended that the data collection component of any student equity plan be an on going effort and each community college district is expected to annually survey its student population to gather ethnicity, gender and disability data for use in evaluating its progress in implementing the goals set forth in its plan.

The schedule should be very specific about who is doing what and when they should be doing it. The schedule should also include how often the plan itself will be evaluated.

Each district is further required by subsection (a)(6) to develop an executive summary which identifies the groups for whom goals have been set; the goals and initiatives to be undertaken by the college or district; the resources budgeted for this purpose; and the official contact person responsible for this effort. It is intended that the designated contact be responsible for the monitoring, review, and evaluation of student success for all students as well as guiding the planning and development process to promote student success. He/she should therefore compile the results of the periodic review process to determine effective success strategies and annually report these findings to the success/equity advisory committee for consideration in their planning to promote continuous improvement of the college or district. A copy of this report along with any resulting committee or board action should also be submitted to the Office of the Chancellor.

APPENDIX 4: GLOSSARY

Definition of terms, developed by the Chancellor's staff, commonly used in conjunction with these provisions include:

DIVERSITY. "Diversity" means a condition each district should strive to achieve in which the district's student body includes men and women, persons with disabilities, and individuals from all ethnic groups in numbers adequate to ensure that the community college provides an inclusive educational environment which fosters cooperation, acceptance, democracy and the free exchange of ideas. Although there is no universal or specific measure for determining when diversity has been achieved, the demographics of the adult population of the state and of the community served by the district should both be considered.

EQUAL OPPORTUNITY. "Equal opportunity" means that all qualified individuals have a reasonable chance to fully develop his or her potential through equal access to education and a full and fair opportunity to achieve student success and academic excellence.

ETHNICITY. "Ethnicity" means the ethnic group in which an individual is included or with which an individual identifies. A person shall be included in the group with which he or she identifies as his or her group, but may be counted in only one ethnic group. These groups shall be more specifically defined by the Chancellor and consistent with state and federal law.

ETHNIC MINORITIES. "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, and Hispanics.

EXPECTED REPRESENTATION. "Expected representation" means that the percentage of persons from an historically underrepresented group is substantially the same as the percentage that members of that group would be expected to represent given the number of persons from that group in the pool of persons who are determined by the Chancellor to be available in the service population in question.

GOAL. "Goal" means a statement that the district will strive to attract and serve additional qualified members of an historically underrepresented group in order to achieve the level of expected representation for that group by a target date established by taking into account the expected turnover in enrollment and the availability of persons from that group who are qualified members of its service population. Goals are not "quotas" or rigid proportions.

HISTORICALLY UNDERREPRESENTED GROUP. "Historically underrepresented group" means ethnic minorities, women and persons with disabilities. The Board of Governors recognizes that ethnic minorities, women, and persons with disabilities have historically faced discrimination and other obstacles that limited their opportunities for education, and academic success.

PERSON WITH A DISABILITY. "Person with a disability" means any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an

impairment. A person with a disability is "substantially limited" if he or she is likely to experience difficulty in securing access to the college or achieve success.

POPULATION GROUP. "Population group" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, persons with disabilities, or other identifiable groups. A person shall be included in the group with which he or she identifies as his or her group.

RACE/GENDER/DISABILITY CONSCIOUS MEASURES: Where race, gender, or disability is included as a factor for selection or granting of a benefit of one group over another.

REASONABLE ACCOMMODATION. "Reasonable accommodation" means the efforts made on the part of the district to remove artificial or real barriers that prevent or limit educational access or success of persons with disabilities.

SIGNIFICANTLY UNDERREPRESENTED GROUP: "Significantly underrepresented group" means any historically underrepresented group for which:

1. the percentage of persons from that group served by the district in any enrollment or service category listed is below seventy percent (70%) of the percentage that members of that group would be expected to represent given the service population in question; or
2. the number of persons from that group served by the district in any enrollment or service category is lower than the number that would be expected given the number of persons from that group in the service population in question, and that discrepancy is found to be statistically significant to the #1 level using the chi square test or any other statistical test the Chancellor determines to be appropriate for this purpose; or
4. where small numbers are involved, both (1) and (2) are satisfied.

STUDENT EQUITY INDICATOR: A "student equity indicator" means a statistical measure that may be utilized to determine areas for which target population groups may or may not achieve equal education access or success. The Board of Governors has identified five measurable student equity indicators:

1. ACCESS: Access can be determined as the percentage of each group enrolled compared to the percentage of each group in the adult population within the community served.
2. COURSE COMPLETION: Course completion can be determined as the ratio of the number of courses that students—by group—actually complete at the end of the term to the number of courses in which students in that group are enrolled on the census day of the term.
3. ESL AND BASIC SKILLS COMPLETION: ESL and basic skills completion can be determined as the ratio of the number of students—by group—who complete a degree applicable course after having completed the final ESL or basic skills course in the sequence to the total number in the group who have completed such a final course.

4. DEGREE AND CERTIFICATE COMPLETION: Degree and certificate completion can be determined as the ratio of the number of students—by group—who receive a degree or certificate to the number of students in that group with the same declared matriculation goal.

5. TRANSFER: The Chancellor's Office has defined the cohort of transfer-potential students as consisting of those students who have completed a minimum of 12 units in the community colleges and who have attempted a transfer level course in Mathematics or English. The transfer rate, as a student equity indicator, is determined as the ratio of the number of students—by group—who actually transfer to a four-year college or university to the total number of students in that group who are in the transfer-potential cohort.

STUDENT EQUITY PLAN. A "student equity plan" is a written document in which a district's student population is analyzed and specific result-oriented plans and procedures are set forth for ensuring equal opportunity, promoting diversity, and achieving expected representation of qualified members of all population groups.

STUDENT EQUITY PROGRAM: "Student Equity Program" means all the various methods by which a diverse and representative student body is to be achieved for qualified members of historically underrepresented groups. Such methods include, but are not limited to, using nondiscriminatory practices to promote student success, actively recruiting, monitoring and taking other steps to ensure equal opportunities, promoting diversity, and taking corrective action where significant disparities in student success levels are identified.

TARGET DATE. "Target date" means a point in time by which the district plans to meet an established goal and achieve expected representation for a particular historically underrepresented group in a particular indicator area.

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